

Title I Updates: February 2015

Title I Team: Audrey Carnahan, Charlie Geier, Rachael Havey, and Cindy Hurst **Title I Grants Management & Fiscal Team:** Elizabeth Lamey, Jeff Barber, Jeff Coyne, Linda Cummins, Katie Dillon, William Luther, Brenda Martz, Lenée Reedus, Hazel Beasley, Krissi Carr

Distinguished Schools HIGHLIGHTS



Distinguished School Parade

Virgil I. Bailey Elementary School Exceptional Student Performance



Virgil I. Bailey will be featured in the National Title I Distinguished School Video

Maplewood Elementary School

Growth and Closing the Achievement Gap



Learn More about Indiana's Distinguished Schools here:
<http://www.doe.in.gov/title-i/distinguished-schools>

National Title I Conference Leading With Wonder

February 5 - 8, 2015



Hot Topics:

These are themes and hot topics we heard throughout the National Title I Conference. The overwhelming theme was focusing on outcomes to close opportunity and achievement gaps.

Uniform Grants Guidance (UGG):

- Focus on **outcomes**
- Focus on **internal controls, written procedures, and reporting**
- Risk Assessment Analysis Requirement
- Higher focus on LEA self-assessment
- Combines eight sets of rules into one overarching authority
- New rules substantially alter existing rules
- Areas of change include: time and effort, procurement, audit resolution, financial management, indirect cost, conferences, and pass-through responsibilities
- <http://www.ecfr.gov/cgi-bin/text-idx?node=2:1.1.2.2.1>

Community Eligibility Provision (CEP)

- An alternative to collecting, approving, and verifying household eligibility applications for free and reduced price eligible students
- Over 30 Indiana Districts and Charter Schools are currently participating
- <http://www.doe.in.gov/nutrition/community-eligibility-provision-cep>

****More information on Programming and Regulations will be forthcoming****

Indiana HIGHLIGHTS

FWCS Presented on Title I Pre-K



Jay School Corp Presented on Data and Student Performance



School City of Hammond Presented on Digital Literacy



IDOE

- Presented on School Improvement
- Hosted an IN Meet and Greet Event
- Led Title I EL Subcommittee Meeting
- Participated in Membership and Board Meetings
- Introduced multiple presenters



More Hot Topics

School Improvement Grants (SIG)

- 5 year grants
- Opportunity for a year of planning and 1-2 years of sustainability
- FY14-15 and FY 15-16 funds will be available
- All focus and priority schools will be eligible
- New Models: Early Learning, Whole School Reform, and an Indiana Developed Model
- Promising Practices from SIG schools posted here:
<http://www2.ed.gov/programs/sif/sigprofiles/index.html>

Preschool

- High quality is a Federal Priority
- Title I Funds can be leveraged to support preschool Title I Programs
- Early Learning Strategies as a School Improvement Intervention
- Serving Preschool with Title I Dollars
- www.ed.gov/early-learning

Collaboration and Convergence

- Office of State Supports (USED)
- http://www2.ed.gov/about/offices/list/om/fs_po/oese/achieve.html
- Collaboration is becoming an increasingly important element of the work
- Multi-program approaches at federal, state, and local levels

Title I Video On-Demand

- All presentations from the conference will be posted for state level and subscribing members
- 3, 6, or 12 month subscriptions are available at www.titlei.org
- Sessions to Watch:
 - Legislative Updates by Julia Martin
 - USED Sessions
 - Brustein & Manasevit Sessions
 - The World of Learning Begins in Title I Pre-K by FWCS
 - Putting Data in the Driver's Seat to Gain Maximum Student Performance by Jay School Corporation
 - Digital Literacy: Making Books Come Alive! by School City of Hammond
 - Overcoming the Odds: Lessons from the School With No Name Keynote Speaker
- <http://www.titlei.org/ondemand>

IDOE Title I Website – Posted Presentations

- Hot Topic Presentations have been posted on the IDOE website here: <http://www.doe.in.gov/titlei/nastid-2015>

*****More information on Programming and Regulations will be forthcoming*****

Professional Development and Other Opportunities

West Central Indiana Educational Service Center (WCIESC) offers a multitude of professional development opportunities throughout the year.

Central Indiana Educational Services, (November 5th and 6th runs through February 2015) workshops, CIESC is running a series of ELA CCR Standards workshop

The Southern Indiana Education Center (SIEC), (January 30th through April 30th, 2015) offers a variety of professional learning opportunities and events from. Topics include Increasing Student Engagement, Questioning in the Math Classroom, Rethinking Your 90-Minute Block, Interactive Lecture/Shared Inquiry, plus many more.

The National Reading Recovery & K-6 Literacy Conference, (February 7-10, 2015) will be held in Columbus, OH, at the Greater Columbus Convention Center. Conference includes preconference Institutes, and Keynote speakers; Mary Fried, Lucy Calkins, and Joy Cowley.

44th annual Hoosier Association of Science Teachers Inc. HASTI Conference, (February 11 – 13). HASTI has a rich history of attracting 1000+ attendees. The conference will be in Indianapolis;

2015 Postsecondary Pathways, (February 11th; 8:00 am - 4:00 pm) Connecting Education to Careers for Student Success in Southeast Indiana at Batesville High School 1 Bulldog Blvd West Batesville, IN 47006. East Central Indiana (February 18th; 8:00 am - 4:00 pm) at Ivy Tech 4301 South Cowan Rd Muncie, IN 47302

Indiana Conference on Learning 2015, (February 26, 2015) The 2015 Indiana Conference on Learning is open for registration. Join us in Indianapolis on from 9am - 4pm, \$75 per participant. Follow conference sponsor ASAI on Facebook & Twitter for more updates.

The Indiana Principal Leadership Institute (IPLI), (March 15, 2015 deadline) at Indiana State University's Bayh College of Education announced that it is accepting applications for its third cohort. Apply online at www.indianapli.org.

GMMR and Fiscal Updates

May 2015

- **May 30th**—Deadline date for submitting amendments to the FY 2015 Title I, Part A Basic; Title I, Part D; School Improvement 1003(a); School Improvement 1003(g)

TITLE I HIGHLIGHTS

Title I Successes:

If you would like to see your corp or school featured in a #makingithappen Title I Update, please email acarnahan@doe.in.gov

Updated Preschool Guidance

--including *On My Way Pre-K* in conjunction with *Title I guidance*.

Indiana Academic Standards (IAS)

Help make parents aware of the new IAS & how to help their child's education.

School Improvement 1003(g) Grant Application

SY 15-16 SIG Competition:

IDOE will be conducting a SY 15-16 SIG Competition for all Focus and Priority schools in the coming months. The SEA application for SIG is due to USED in mid-April. Until IN's SEA application is approved, a state competition cannot take place. More details on this will be coming to schools as soon as possible.

Title I Program Administrator Tip of the Month

With the end of the school year just around the corner, now is a good time to begin thinking about when and how to evaluate the effectiveness of your Title I parent activities held during the 2014-2015 school year, which is a requirement for Title I to not only determine effectiveness, but to also meet compliance purposes. Acceptable evaluation practices could include surveying parents and/or teachers for suggestions on how to provide the most effective and meaningful parent activities and meetings held to discuss parent activities with meeting minutes, sign-in sheets and agendas keep as evidence. The spring is a good time to evaluate, revise and update all parent involvement policies and compacts so they are ready for early distribution in the 2015-2016 school year.

Outreach Scoop of the Month

Turnaround Principle 3 –Effective Instruction

Turnaround Principles are not only used as a strategic system to support schools that may be struggling, but more importantly the eight principles are indicators for high performing schools. When discussing Turnaround Principle 3 it is important to emphasize that there are many components that come together to create an environment of high quality effective best practices that develop into effective instruction. These components are outlined in the following reading.

Learning Objectives must be posted and referred to within the lesson.

Instructional Strategies that require active engagement leads the way to effective instruction.

Checking for Understanding (CFUs) are essential within a lesson to help gauge student understanding.

Content Knowledge obtained by a highly qualified teacher are important to support effective instruction.

Use of Data effectively can lead to improvement in student achievement.

High Expectations held by teachers for all students academically and behaviorally are found in effective classrooms.

This article is available [here](#) in its entirety to access separate from this newsletter. Look at the top of the page under newsletters - Effective Instruction-Turnaround Principle 3.

Family and Community Engagement

The IDOE Family and Community Engagement initiative is off to a great start. We have been traveling the state and meeting with our community stakeholders, along with school and district leaders, discussing how we can further support our schools, families, and community partners in an effort to improve student performance in the classroom.

We have created a state-wide FACE Advisory Group that will be having its first meeting later this month. This advisory group will assist the department in creating a state-wide framework for family and community engagement.

We are also in the early planning stages of hosting family and community engagement workshops within the nine regions, collaborating with our Outreach Coordinators.

For more information on our FACE initiative, please contact:
Director of Family and Community Engagement: Leroy Robinson
Indiana Department of Education South Tower, Suite 600
115 West Washington Street
Indianapolis, IN. 46204
Phone: 317-234-5663

ESEA Flexibility Waiver – Principle 2

Reward and Focus-Targeted Distinctions will be coming soon...

Reward Schools	The state's Highest Performing Schools and High-Progress Schools
Focus Targeted	'A', 'B', or 'C' schools which fail to meet the requirements for each subgroup
Focus Schools	Schools which earn a 'D' rating that are not Priority or have a graduation rate <60% for two years.
Priority Schools	Schools which earn an 'F', or two years of 'D', and/or are classified as persistently low achieving.

Student Spotlight



How School Has Helped

School has helped me so much by teaching me things that I didn't know. When I first came here to Borden Elementary school I was in third grade. My reading Lexile was 0. In three years I brought it up to 817. Going to Read 180 has helped me a lot because it taught me how to read and write. I did not like writing but now I do. I go to reading class in the morning. We are reading novels in class and I am doing well. I am getting A's in spelling but at the beginning of the year my midterm grade was an F. My teacher wanted me to get good grades and she helped me.

My math teacher explains the math really well. Most of the times I get it and can do it on my own. But sometimes I ask for help. The teacher helps me and I get it right.

I play basketball because I like it. If you don't get good grades you can't play. This report card my grades were A's, B's and C's. In third grade when I first came here I made C's, D's and sometimes F's. Now I am doing good in school and I will do that through high school so I can someday go to college. I used to hate school but today I actually like going. That is what school has done for me.



By: Siera Thomas
6TH Grade
Borden Elementary
School, West Clark
Community Schools

Topic of the Month: Conversations around TAS

The Title I Updates is highlighting Pine Tree Elementary School in Avon Community Schools. They are a TAS Title I school and are a great example on what discussions should look like around selecting students.

The school corporation recognizes that it has responsibility for educating all students in the district, regardless of their abilities, race, color, national origin or creed. It recognizes that the entire person comes to school, and that the school cannot ignore his or her health, character and total personality development. However, it also recognizes that the school cannot assume complete responsibility for the total development of the student. This responsibility must be shared by the home, the church, and the total community with its various organizations and environmental conditions.

The school is but one of several institutions in our society and community responsible for the total educational development of our students. The basic responsibility of the school should be the achievement of those educational goals which are primarily those of the school and for which the other institutions of our society and community do not assume major responsibility.

